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ABSTRACT

To make this manual useful in understanding required counselor functions in occupational education and how to apply them, data were obtained by questionnaire from administrative personnel and guidance staff in New York State Area Occupational Centers and from 45 out-of-state persons in comparable positions. Guidelines for specific service areas of occupational guidance cover selection and admission, counseling, student appraisal, coordination, student and public information, job placement, and evaluation and research. In each of these areas, guidance personnel will find objectives, needed aids and activities for accomplishing objectives, current and suggested offerings by New York State Area Occupational Centers, suggestions or comments for performance, and useful forms and materials. (CH)

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A MANUAL FOR GUIDANCE PERSONNEL IN AREA OCCUPATIONAL CENTERS AND IN ALL OCCUPATIONAL EDUCATION SETTINGS

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AOC MANUAL

Foreword

This Manual is designed to provide basic and functional criteria for guidance personnel as they work with youth and adult enrollees in occupational education programs. It provides through greater detail, a better understanding of policy statement objectives previously prepared from Department papers which were distributed to chief officers in new occupational education programs and to responsible occupational education administrators in major school systems noted in the Preface.

To ensure its utility as a frequent reference for counselors and others with similar interests, the material has adhered closely to the goals and philosophy set by the Bureau and perceived by local field personnel charged with personal assistance to youth in occupational training.

The Manual is replete with evidence that it reflects not only Departmental purpose but also the thinking of professional leaders in guidance who are deeply concerned with quality counselor performance in occupational education.

In late October 1967, Dr. Hubert W. Houghton assigned a major role in this publication was commissioned to "develop a manual containing guidelines indicative of the duties of a Director of Guidance and Counseling in an Area Center for Occupational Education and in other occupational education programs and containing the means and resources for their implementation." He is at present a Professor and Chairman of Counselor Education in Brockport, SUNY, a position he took following several years as head of the Counselor Preparation Branch of the United States Office of Education.

A questionnaire was formulated to survey the attitudes, understandings, and purposes of guidance in occupational education, and distributed to directors or administrative personnel of area occupational education centers and to the guidance staff in these programs. The questionnaire was also directed to seventy-two out-of-state leaders holding positions similar to those in the State.

While accumulating the data from in and out-of-state respondents, Dr. Houghton made on-site visits to nine area occupational centers in the State, where he was able to review their activities with directors of occupational education and counselor staffs.

The questionnaire listed eight possible guidance service areas with functions under each. Respondents were asked to indicate which functions were currently performed in the State or in comparable Centers and which should be provided. Responses were obtained from eighty-two percent of the administrators and ninety percent of the guidance personnel at State area centers listed in the Introduction. A return from out-of-state elicited a sixty-three percent response.

As stated before, the above procedure gives substance to the thesis that those concerned will find the Manual, listing objectives, aids, and activities for each service, helpful in the understanding of required counselor functions in occupational education and the necessary procedures for the implementation of each. As a result of counselor functions based on this material, the individual student should become more aware of his abilities, aptitudes, interests, achievements, and needs and these should be skillfully and effectively interwoven in the total pattern of his career development.

Following the tentative preparation of the data from the questionnaire and summary statements emerging in the guidance service areas, the Bureau invited six consultants* to review the organization of the material and to advise on the priority of the stated objectives, aids to accomplish them, activities to be used, and evidence of the viability of these operations in occupational education programs in New York State.

During the survey a rich compilation of working tools was accumulated: forms, materials, reports, and studies pertinent to the inauguration and operation of guidance services. These resources will be basic to Volume II of the Manual. We are indebted to guidance and occupational program leaders in New York State and in forty-nine others for these resources.

A Volume III will be available in limited quantity and provided upon request for personnel interested in the results of the statistical phases of the questionnaire including commentary by the consultant.

Compilation of data, and supplemental writing and editing were done by Burton Thelander, Supervisor, Bureau of Guidance.

*The consultants and their then county locales are listed below. All were Coordinators or Directors in charge of guidance services in the area occupational center in New York State.

Fred Champagne - Warren-Washington	Larry Pederson - Ontario
Donald Maxwell - Herkimer	John O'Leary - Ulster
Martin Munson - Saratoga	Robert Schreiber - Dutchess

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How to Use This Manual

This Manual is designed primarily to help guidance personnel in Vocational Schools and in Area Occupational Centers learn the functions of guidance services and counselor aids and activities. Administrators, coordinators, directors, supervisors, and instructional staff generally and feeder school staff, including counselors, in particular, can use the Manual to apprise themselves of occupational guidance services and counselor activities.

The Manual is best used by studying separately each chapter which represents one area of guidance service. Each chapter will answer the following questions for AOC guidance personnel:

1. WHAT OBJECTIVES ARE TO BE ACCOMPLISHED IN THIS AREA OF GUIDANCE SERVICE?

After a brief introductory statement, each chapter lists the aims and objectives of the area of guidance service. To determine what guidance personnel should accomplish, reliance was placed upon proceedings of national and state conferences, pronouncements of professional organizations, opinions of guidance specialists, and guidelines and statements of various State Education Departments. Many of these sources are cited in the bibliography at the end of the Manual.

2. WHAT AIDS ARE NEEDED TO ACCOMPLISH THE OBJECTIVES OF THIS GUIDANCE SERVICE AREA?

A list of aids is presented with the suggestion that those be adopted which are feasible, practicable, and fitting for the AOC in question. These aids may be statements, forms, tests, questionnaires, publications, and filmstrips, to cite a few. Because many of these aids are of paper nature, an AOC counselor is cautioned against their excessive use as the guidance program becomes bogged down in paper work.

3. WHAT ACTIVITIES ARE USED TO ACCOMPLISH THE OBJECTIVES OF THIS GUIDANCE SERVICE AREA?

A variety of activities for counselors and/or others are listed with a repetition of the suggestion that those be adopted which are feasible, practicable, and fitting for the occupational program in question.

4. WHAT IS CURRENTLY OFFERED IN THIS GUIDANCE SERVICE AREA IN NEW YORK STATE AREA OCCUPATIONAL CENTERS?

A list of items currently offered in the area of guidance service in AOC's in New York State was obtained from the results of the previously mentioned survey. An item was included on the list if seventy-five percent or more New York State AOC directors and guidance personnel indicated the item was currently part of their services. Thus, an AOC counselor can compare this list with the current offerings of his own Center to determine agreements and omissions.

5. WHAT SHOULD BE OFFERED IN THIS GUIDANCE SERVICE AREA IN NEW YORK STATE AREA OCCUPATIONAL CENTERS?

A list of items which should be provided in the area of guidance service in AOCs' in New York State was obtained from the same survey. The criteria for including an item was first, the total response of New York State AOC directors and guidance personnel had to be seventy-five percent or greater in stating the item should be provided by this area of guidance service. Indication was also given of those items that at least seventy-five percent of the out-of-state vocational and guidance respondents agreed should be provided. Secondly, items were listed which seventy-five percent of the out-of-state respondents felt should be provided, even though New York State directors and guidance personnel did not.

6. ARE THERE ANY PARTICULAR COMMENTS OR SUGGESTIONS WHICH SHOULD BE TAKEN INTO CONSIDERATION WITH RESPECT TO PERFORMANCE OF CERTAIN ITEMS OR FACETS IN THIS GUIDANCE SERVICE AREA?

Verbatim or summary reports are made from respondents' comments and suggestions and are inherent in each chapter. AOC guidance personnel may consider these comments for consideration and discussion as either warning or notification of difficulties and uncertainties in certain "grey" areas in the guidance service area.

7. HOW DID EACH CATEGORY OF RESPONDENT ANSWER INDIVIDUAL QUESTIONNAIRE ITEMS IN TERMS OF CURRENT AND NEEDED ITEMS IN THE GUIDANCE SERVICE AREA.

Two tables in the survey provided for those items pertinent to the guidance service area. Yes, no, and no response answers for each item were obtained from Center directors, Center guidance personnel, Center directors and guidance personnel together, and other respondents with respect to current and needed items.

8. WHAT FORMS AND MATERIALS ARE IN USE OR RECOMMENDED FOR USE BY GUIDANCE PERSONNEL IN VARIOUS AREA OCCUPATIONAL CENTERS OR RELATED AGENCIES?

Forms, statements, units, studies, and other published tools pertinent to the chapter guidance service area and in use or recommended for use by guidance personnel in various area occupational centers are included. They may serve as guidelines for AOC guidance personnel to develop materials for their Centers.*

In summary, the Manual may be used by studying each chapter which represents a guidance service area to determine:

1. Objectives
2. Needed Aids for Accomplishment of Objectives
3. Activities for Accomplishment of Objectives
4. Current Offerings by New York State Area Occupational Centers
5. Suggested Offerings by New York State Area Occupational Centers
6. Suggestions or Comments for Performance
7. Useful Forms and Materials

* Available from the Bureau of Guidance upon request.

AOC MANUAL

Introduction

The State Education Department has a long history of supporting guidance services in occupational education. Departmental provision for guidance services in local schools was secured through State legislative action in 1926. The first staff appointment toward the promotion of guidance services at that time was a member of the Vocational Education Office of the Department. The Bureau of Guidance was established through reimbursement by Federal funds for vocational education and guidance in 1936. The Special Services Section of the Bureau, since the emergence of the Vocational Education Act of 1963, has been charged with improving the vocational aspects of guidance in school districts throughout the State. This Section has assumed duties connected with the management of Federal support under the NDEA-Title V-A, the VEA, the MDT, and Adult Basic Education under ESEA.

The passage of the VEA of 1963 has stimulated and accelerated occupational education. Over 30,000 secondary school students are now being served by almost sixty area centers of occupational education, and similar programs are supported in the Big Six cities of Albany, Buffalo, New York, Rochester, Syracuse, and Yonkers. Over ninety percent of these new centers began operation staffed by at least one guidance counselor. The Department's Office of Occupational Education has fully supported the provisions mandated in the VEA to provide guidance services in occupational education.

In a Position Paper of 1966, the Department issued a policy:

> Vocational guidance and counseling is essential to <u>any program</u>. Occupational education will be effective solely to the extent that the person to be employed has the abilities and aptitudes to match the requirements of the intended industry.
>
> A good counseling program should begin as a service in the elementary school, continue through the high school and two-year college period and be easily available to graduates and adults receiving or considering occupational instruction. These services should be available on a continuing basis. They must work in conjunction with other agencies concerned with the problems of persons who will change jobs several times during their working lives.
>
> The preparation, experience, and attitude of the guidance counselors, and the position that guidance occupies in the educational structure will determine the success of the guidance process. Counselors should understand the educational and employment problems of young people and adults. They should have the experience and skill to appraise abilities and aptitudes in relation to career plans and employment opportunities.

Chapter 1

SELECTION AND ADMISSION SERVICE

The selection and admission service, which presupposes a preadmissions information service, aids the individual student (and his parents) in selecting and enrolling in an *AOC curriculum which best suits his abilities, aptitudes, achievements, and interests. The service takes him through the registration and admission procedures with dispatch. By immediate and periodic orientation devices, it facilitates the student's entrance and adjustment to his new life, including the physical and social environment at the AOC.

OBJECTIVES OF SELECTION AND ADMISSION SERVICE

_____ 1. Determine with appropriate administrators and staff members, minimum entrance requirements of the AOC which should reflect minimum abilities needed for success in occupations to which AOC training and curricula lead.

_____ 2. Alert feeder school administrators, counselors, staff, and pupils to background and skills needed by students for success in the AOC generally and in specific courses.

_____ 3. Define the range and limits of curricular and course choices open to an applicant to the Center, and assist him and his home-school counselor in examining his choices and choosing within the limits.

_____ 4. Attract and select, by test and non-test appraisal procedures, students for whom the AOC is appropriate in terms of abilities, aptitudes, achievements, and interests. Appropriate AOC and feeder school personnel should be involved in the process.

_____ 5. Enroll students by an efficient and well organized registration and scheduling system.

_____ 6. Provide information about the AOC program, facilities, equipment, and cost to AOC students before, during, and after admission in an organized and systematic way.

_____ 7. Periodically evaluate, and where warranted, revise selection and admission procedures with appropriate consultation with AOC and feeder school administration, guidance personnel, and staff.

AIDS FOR THE SELECTION AND ADMISSION SERVICE

_____ 1. A written and clear statement issued by administration and other interested parties of admission policies, entrance requirements, organized registration and processing procedures, and personnel responsibilities in admission and

* An AOC curriculum can be regarded also as a vocational curriculum in a large city school system.

selection should be available to prospective students, feeder school administrative and guidance personnel, and referents.

_____ 2. Written and oral presentations so that incoming students and feeder schools understand general admission requirements in terms of (a) minimum age; (b) education background necessary and/or desired for curricula and courses; (c) physical examination, desired or legally required; (d) entrance test battery, test, or examination; (e) personal references or recommendation by counselor or sending school; (f) high school record to date; (g) interview(s); (h) work experience(s); (i) personal characteristics; (j) fees and deposits, with stipulated deadline for refunds.

_____ 3. A waiting list of applicants organized by specific curriculum interest; list may be developed by feeder school and/or AOC counselors.

_____ 4. Form letters, positive in approach, dealing with admission, selection, and rejection of AOC applicants.

_____ 5. Tests and test batteries of general and specific aptitudes; achievement or diagnostic tests, particularly in reading and mathematics; situational tests for handicapped students; all in adequate supply.

_____ 6. A mailing list of schools served in the area, with correct titles and addresses of personnel frequently contacted.

_____ 7. Forms for instructors to indicate at the end of the first half month or full month unsatisfactory student progress due to incorrect choice, dislike of course, lack of ability, etc.

_____ 8. Student questionnaire for direct evaluation of the selection and admissions program.

_____ 9. A slide presentation in 7th, 8th, 9th, and 10th grades explaining entrance requirements and information on subject matter taught in course offerings, with relation to the world of work.

_____ 10. Explanatory brochures for each curriculum, explaining minimal prerequisites, aptitudes, and abilities.

_____ 11. Specimens of work on display, whether completed by graduates or in progress by current students; these should be located at the AOC but may also be shown at feeder schools.

_____ 12. Student class schedule form which, through attached directions, can be filled out correctly by the student himself.

_____ 13. Form by which feeder school counselor supplies individual student data for AOC guidance personnel to study in determining student suitability for AOC admission. (This procedure does not deny, but reinforces, the selection of students as a bilateral procedure of the AOC and the home school.)

_____ 14. Final class lists immediately available when selection and admissions program is completed.

_____ 15. Student handbook or mimeographed copies of AOC purposes, facilities, services, activities, rules, regulations, and rights.

_____ 16. Special material or unit on development or improvement of study skills for students needing such assistance.

SUGGESTED SELECTION AND ADMISSION SERVICE ACTIVITIES

_____ 1. Use a guidance advisory committee or a special selection and admissions committee to reevaluate and to revamp, if necessary, selection and admission standards and regulations for entrance to AOC and various occupational curricula. Instructional staff should help develop admission criteria for various courses, e.g., education level, minimum reading skills, basic aptitudes; other possible committee members are administrators and/or counselor(s) of feeder schools and AOC, curriculum coordinators, and industrial, labor, business, and community representatives.

_____ 2. Make a regular audit of applicants on file to ascertain continued interest and availability for entrance.

_____ 3. Develop procedures for periodically checking admitted students who were borderline; provide referral, as necessary, to remedial programs in AOC, home school, or other locales.

_____ 4. Develop procedures for transferring students from one curriculum to another and make students aware of them; instructors so affected must be involved.

_____ 5. Provide entrance test battery or tests for total program or selected courses if warranted, since feeder school may have administered necessary tests; interpret test results to individual and/or groups, in oral or written form by feeder school or AOC counselor.

_____ 6. Establish entrance test dates and locales and make known to feeder schools and interested students; early dates for applicants to take entrance tests may be desirable. (The home school and AOC may jointly share responsibility for entrance test administration.)

_____ 7. Provide a procedure for late applicants and transfer students, e.g., enrollment on a temporary basis and a definite time to meet requirements.

_____ 8. Secure indirect evaluation of selection and admission service by determining number of students who (a) withdraw for nonemergency reasons; (b) on graduation, enter field for which trained or a related field; (c) after graduation, report satisfaction with their occupation; (d) receive satisfactory on-the-job reports from their employers; (e) are accepted, but do not enroll; (f) are rated by instructors as possessing required ability; (g) felt exploratory experiences were worthwhile.

_____ 9. Tactfully and noncritically show feeder school teachers how their particular subject matter relates to AOC course offerings or, apprise them of prospective AOC students' needs in subject matter areas in the home school; explain such matters at luncheons and tours for teachers, banquets honoring teachers preparing students for AOC courses, and tours for teachers of feeder schools, where weaknesses found in incoming students can be presented; use great tact or request, as an alternative method, that AOC administrator discuss weaknesses with home school principal.

_____ 10. Provide initial exploratory experiences for undecided students, with eventual smooth transition into an appropriate curriculum; work with home, school, industrial arts, and home economics teachers to provide such experiences.

_____ 11. Consider the development of special summer remedial programs at the AOC or in a feeder school(s) for students with sufficient aptitude, but inappropriate educational background, for specific course or curriculum.

_____ 12. Have a well organized orientation program which permits the new student and his parents to identify his interests and goals. This program, initiated during the first week, should include a conducted tour of AOC, meeting Center personnel, receipt of a student handbook or mimeographed copies of rules, regulations, and rights, and group meetings to become familiar with the AOC. Entering students should understand the services and programs provided outside the classroom as well as the privileges and responsibilities of membership in the student body; former students can aid in planning and implementing this program.

_____ 13. Arrange pre-entry and entry tours of the AOC for potential students, parents, counselors, school officials, teachers, curriculum coordinators, and community groups which include information on: (a) program in each occupational area; (b) nature of work done by graduates, salaries, and future trends for the occupational area; (c) special requirements, e.g., certification, union membership; (d) recommended feeder school preparation; (e) sources of additional information; (f) general AOC rules and regulations; (g) demonstrations of equipment by students.

_____ 14. Make a definite effort to become acquainted with guidance and other key school personnel in sending districts; an AOC counselor "must."

_____ 15. Send continuously to feeder school personnel, information concerning AOC educational program and policies, entrance procedures and requirements, and enrollment opportunities.

_____ 16. Keep AOC guidance and other personnel informed about changing programs in sending schools, particularly those relating to AOC courses.

_____ 17. Take responsibility for, or assist in the planning and presentation of such visitation programs as Career Day and Open House.

_____ 18. Serve as an active member of the county guidance council or area guidance branch.

_____ 19. Visit feeder schools to speak to prospective AOC students in groups or individually.

_____ 20. Offer services to community groups to discuss AOC offerings, entrance requirements, and procedures.

_____ 21. Provide supply of application forms to feeder schools with full instructions for completion.

_____ 22. Schedule summer hours for interviews with prospective and accepted AOC students and their parents.

_____ 23. Prepare enrollment estimates and assist in other enrollment studies.

_____ 24. Release periodic and easily comprehensible information to TV, radio, and the press regarding entrance data.

_____ 25. Send brochures to employment counselors, vocational rehabilitation counselors, and others who may refer potential students.

_____ 26. Provide special material or unit on development or improvement of study skills for students needing such assistance; or, provide home school counselor with names of students needing study skill development, if the home school carries or shares this responsibility.

_____ 27. Examine technological developments in data processing to continuously improve selection and admission procedures.

_____ 28. Identify students who have deficiencies, e.g., reading, writing, computing, and study, during periods of enrollment, testing, counseling, and orientation; share responsibility with AOC and home school faculty for planning and implementing remediation.

_____ 29. Develop assembly and other programs in feeder school and AOC for orientation purposes.

_____ 30. Develop admission criteria for different courses, designating needed educational level, basic aptitudes and abilities, reading and mathematics skills, and other characteristics.

_____ 31. Establish appropriate screening procedures for instructional and cocurricular programs in terms of desirable standards.

_____ 32. Assist applicants who fail to qualify for their choice of AOC course to examine alternatives within or outside the school.

_____ 33. Use Chemung-Tioga County (Horseheads, N.Y.) brochure or similar format in preparing leaflets on program. The Technical Electricity-Electronics leaflet of this county, for example, has a drawing and photograph, plus description of pre-requisites, course content, suggested electives, financial requirements, suggested curriculum, opportunities, and application procedures.

_____ 34. Purchase or rent with leader's guide and student and/or adult brochure, the film Where The Action Is, depicting how vocational and technical education can prepare young people for their place in the world of work and focusing on the problems of approximately eighty percent of the young people who do not complete college in terms of jobs, training for these jobs, and their future. Information on purchase is available from DuArt Film Laboratories, Inc., U.S. Government Film Service, 245 W. 55th St., New York, N.Y. 10019. Information on rental is available from Instructional Media Center, Visual Instruction Bureau, Division of Extension, Drawer W, University of Texas, Austin, Texas 78712. Or, purchase or rent films and audiovisual materials.

_____ 35. Purchase or rent the film, How to Make a Moonwalker? from Holland Wegman Productions, Inc., 207 Delaware Avenue, Buffalo, New York.

Chapter 2

COUNSELING SERVICE

Professional counseling in an educational setting helps the student think through his educational, vocational, and personal plans. Successful planning depends on increasing student self-insight and realistic self-understanding, perhaps the primary objective of counseling. The home school and AOC counselor shall agree to "who does what" in counseling. The agreement should be specific and realistic so that implementation of their service to youth is fully understood through careful, descriptive outline of responsibilities. Lip service and vagueness must be eliminated. Two counselors involved with the same counselee, and only a hazy notion of their rights and responsibilities, may produce results which are worse than no counselor at all. Further reference to the need for effective coordination between home school and AOC guidance personnel will be found in the first paragraph of Chapter 4.

Counseling in an AOC is particularly vital at four important decision-making points in the student's career: making a tentative career choice; making a specific career choice; implementing career goals while enrolled at the Center; and committimg self to career goals after school. Vocational development is also one aspect of personal development and a job should contribute to the student's development as a person and a worker.

OBJECTIVES OF THE COUNSELING SERVICE

_____ 1. Help each student relate his abilities, aptitudes, achievements, and interests to the appropriate AOC curriculum through counseling before and after admission.

_____ 2. Increase each student's self-understanding; develop in each counselee positive attitudes toward himself, the Center, vocational education, the Center program, and prospective employer(s); help the counselee feel the importance of who he is and what he has to offer.

_____ 3. Develop in each AOC student a suitable interpersonal relationship with his Center peers, instructors, and outside public.

_____ 4. Foster in each student the responsibility for developing and implementing a vocational plan and goals including the necessary education and with provision for a logical transition from AOC or school to work or to continuing education, e.g., two and four year institutions of higher education and post-high school advanced trade and vocational schools; help him become self-directed.

_____ 5. Have counseling generally available, particularly at critical decision-making points in a student's life, to help him achieve vocational maturity.

_____ 6. Offer a source of occupational-educational information and suggested alternative courses of actions, values, and life styles.

_____ 7. Inculcate in all faculty a counseling attitude as a basic frame of reference for understanding vocational growth and personal development.

_____ 8. Have and use referral channels to in-school and out-of-school specialists and agencies who can contribute to student needs beyond the scope of the counseling service.

AIDS FOR THE COUNSELING SERVICE

_____ 1. A counseling office that: is accessible to students and offers privacy during counseling; has waiting room, adequate clerical assistance, office equipment, supplies, files, test files, professional materials, and testing space.

_____ 2. Student handbook section on counseling service, its nature, and availability.

_____ 3. Test battery and tests, both individual and group, useful with students in determining their abilities, aptitudes, interests, and achievements.

_____ 4. Books and pamphlets on "how-to-study."

_____ 5. Books and pamphlets on various types of local, State, and national financial aids, e.g., loans, scholarships, grants, work-study opportunities.

_____ 6. Appropriate referral forms.

_____ 7. A list of referral agencies, with address, person and procedure for contacting, and services rendered.

_____ 8. Up-to-date and available collection of pamphlets and other literature concerning occupations and appropriate educational opportunities.

_____ 9. Literature on military service obligations and opportunities.

_____ 10. Anecdotal record forms and instructions.

_____ 11. Individual student cumulative record.

_____ 12. Counseling session and interview record and report forms.

SUGGESTED COUNSELING SERVICE ACTIVITIES

_____ 1. Schedule conferences with new students after the first few weeks of school, or make counseling available for students desiring such conferences.

_____ 2. Schedule counseling sessions with each student to stimulate his thinking and to assist with post graduation plans. AOC teachers should give approval if absence from classes is necessary.

_____ 3. Assist each student in individual and group counseling sessions to understand the following factors as they pertain to the AOC: (a) how the student relates to others; (b) levels of aspiration; (c) past work experience; (d) hobbies; (e) reading interests; (f) physical health; (g) emotional health and stability.

_____ 4. Provide individual counseling for students who: (a) are planning vocationally and educationally; (b) have "normal" personal-social problems; (c) need financial aid now or in the future.

_____ 5. Develop group guidance or group counseling sessions regarding: (a) factors in job choice; (b) work habits and attitudes; (c) interpersonal relationships, particularly with employers and fellow workers; (d) mental hygiene.

_____ 6. Recognize and provide for the special counseling needs of foreign students, disadvantaged, adults entering training after prolonged periods of work or other activity, and typical students.

_____ 7. Provide individual conferences with or without parent(s) as advisable, for: (a) withdrawing students; (b) former students, both dropouts and graduates; (c) underachievers; (d) failing students; (e) maladjusted; (f) handicapped.

_____ 8. Make individual and group interpretations of standardized test results in conjunction with home school counselor, particularly those indicative of ability, achievement, aptitudes, and interest.

_____ 9. Provide summer, after-school, and evening counseling hours in terms of staff, time, and remuneration.

_____ 10. Establish working relationships and develop referral procedures with in school and out-of-school personnel services, e.g., health, social work, psychological, psychiatric, welfare.

_____ 11. Keep records of counseling sessions and interviews.

_____ 12. Develop transfer procedures to help students who have made unwise choices or who are failing their first choice.

_____ 13. Make necessary home visits, as staff and time warrant.

_____ 14. Originate and/or participate whenever required, in case studies of students with problems.

_____ 15. Use AOC instructors as resource personnel for students in planning their educational program.

_____ 16. Attempt to dispel, when found: suspicion of authority by clientele; distrust of explanations of automation and training programs; the concept of "counselor" as policeman or another adult to be manipulated; reluctance to come voluntarily for counseling.

_____ 17. Explore the possibilities of psychometric and other data from computers being used directly by the counselee, rather than through the counselor as interpreter.

_____ 18. Visit local industries, universities, and other educational institutions and agencies to find financial opportunities available to AOC students.

_____ 19. Relate job clusters to specific vocational educational courses.

_____ 20. Keep on hand references on industrial financial aid to students: e.g., James Cass and Max Birnbaum's American Colleges (Harper and Roe, New York, 1965); Clair Cox's How to Beat the High Cost of College (Bernard Geis Associates, New York, 1965); Lovejoy's College Guide (Simon and Schuster, New York, 1967); Readers Digest, 1967 Almanac (Reader's Digest Association, Pleasantville, New York, 1967); Guaranteed Loans for Vocational Students (Division of Student Aid, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201); Croner's Vocational School Guide (Croner Publishing Co., Queens Village, 1968); Lovejoy's Career and Vocational School Guide (Simon and Schuster, New York, 1967).

_____ 21. Study research on job attitudes: e.g., G.B. Graen et al's Minnesota Studies in Work Attitudes (Industrial Relations Center under U.S. D.L. Contract 81-22-01, OMAT, 1965); where young people's attitudes are investigated, F. Herzberg's Job Attitudes: Review of Research and Opinion (Psychological Service of Pittsburgh, 1957); and D.D. Dunnette's Factors Contributing to Job Satisfaction and Job Dissatisfaction in Six Occupational Groups (Organizational Behavior and Human Performance, 2, 143-174, 1967).

Chapter 3

STUDENT APPRAISAL SERVICE

The student appraisal service assesses those factors considered significant to educational and vocational choice available. The service should also increase the pupil's self-understanding, self-acceptance, and skill in making decisions concerning his training and job objectives. Concurrently, student records needed by the AOC are developed and maintained before, during, and after student enrollment; thus, we again have the need for very definite involvement and mutual understanding of the appraisal role of both AOC and home school counselors. Since industrial studies have shown that job failures are due more to personality defects than to a lack of technical or manipulative skills, it is important that students know the traits industry considers important, and have help in considering their own work attitudes and habits.

OBJECTIVES OF STUDENT APPRAISAL SERVICE

_____ 1. Help prospective and current AOC students individually to assess their strengths and weaknesses by use and interpretation of test and nontest means of appraisal, usually through the counseling process.

_____ 2. Prepare individual AOC student profiles from the results of a standardized test, usually of ability, achievement, interest, and aptitude.

_____ 3. Provide relevant information from appraisal results to AOC and home school administration and faculty about individuals and groups of students.

_____ 4. Provide continuous data for increased understanding of students through a cumulative record and reports system, and where necessary, through case studies of individual students.

_____ 5. Evaluate continuously the appraisal process.

AIDS FOR THE APPRAISAL SERVICE

_____ 1. Test batteries and tests, both individual and group, useful to students in determining their abilities, aptitudes, (academic, mechanical, manipulative, and perceptual), interests and achievements; test profile sheets; test summary profile sheets.

_____ 2. Appropriate cumulative record form(s).

_____ 3. Anecdotal record form with instructions for use by contributors, including AOC teachers.

_____ 4. Student personal data sheet.

_____ 5. Application for admission form.

_____ 6. Transcript forms protective of, and agreeable to, the individual student, and appropriate for advanced educational institutions, armed services, and employers, where the AOC has responsibility for transmittal and/or recommendations.

_____ 7. Filing facilities for personnel records.

_____ 8. Sufficient space for testing both small and large groups of students.

_____ 9. Rating sheets for instructors on student attributes and traits.

_____ 10. Teacher report form for unsatisfactory work or performance of student in class.

_____ 11. Report or letter form to notify parents of the results of periodic student appraisal.

SUGGESTED STUDENT APPRAISAL SERVICE ACTIVITIES

_____ 1. Establish a counseling or cumulative record folder to contain information and documents periodically secured about students, e.g., admissions application, personal data sheet, references, reports, health data, high school record, test results, reports of grades.

_____ 2. Devise either the cumulative, or permanent record, or related forms to permit research and evaluative studies, e.g., the relationship between characteristics of students at the time of enrollment and their later success, and comparison of student success in the AOC with success on the job.

_____ 3. Provide space where both staff and students under appropriate supervision may study a record without interruption. Centralize the records in a convenient location for faculty while carrying out their professional responsibilities.

_____ 4. Make special class arrangements for students with physical or other handicaps.

_____ 5. Identify students who need special or remedial instruction by using diagnostic and skill-level tests in reading, writing, and mathematics or by teacher comments and referral.

_____ 6. Ensure opportunity for qualified staff members to interpret test results to students, either on a group or an individual basis. All teachers may be trained to interpret certain standardized tests.

_____ 7. Secure test and non-test data collected in previous schools, if possible, (including data in centralized data processing facilities) to avoid duplication of effort. The home school may or may not have all the needed test results or certain test results may not seem to jibe with student behavior and performance, thus retesting may be in order.

_____ 8. Analyze test data carefully before using as criteria for placement in a specific curricular area. Consult with representatives of the subject-matter

areas involved and apply the appropriate statistical techniques before using test scores as a selective device.

_____ 9. Examine technological developments in data processing as a means of continuously improving record collection and processing.

_____ 10. Develop foolproof measures to control confidential student information.

_____ 11. Teach the staff how to use personnel records through periodic inservice activities.

_____ 12. Analyze records constantly to determine needed content revisions.

_____ 13. Provide or arrange through the Division of Vocational Rehabilitation or other suitable agencies, situation tests for handicapped students to appraise abilities to perform required manipulative functions.

_____ 14. Make AOC standardized test schedule available to feeder school counselors.

_____ 15. Study the student's GATB results for implications and appropriate recommendations.

_____ 16. Participate in state and national testing programs.

_____ 17. Develop and maintain a file of standardized tests and related interpretive information of general interest to AOC instructional staff.

Chapter 4

COORDINATION SERVICE

In every area of AOC guidance, it is vital that a steady, efficient two-way flow of information about rationale, thinking, tentative plans, and contemplated and current procedures exist between the Area Occupational Center and the feeder schools, and especially between the guidance personnel in each institution. The counselors may not only overlap in certain areas, but can be at cross purposes, with the students detrimentally affected. Such duplication and cross fire can be eliminated by mutual agreements among all parties concerned. The area school concept will not long survive without cooperation and understanding among the component school counselors. An alliance between AOC and feeder schools must exist. While the focus here is strongly upon AOC-feeder school articulation and coordination, working relationships between the AOC and industry, business, parents, and community are not overlooked, but considered in future chapters.

OBJECTIVES OF THE COORDINATION SERVICE

_____ 1. Alert AOC administrative and supervisory personnel to necessary procedures for coordinating guidance services effectively and harmoniously with AOC (a) rules and regulations, (b) selection and admission, (c) curricula, (d) extracurricular activities. (Counselor responsibility here is coordinative; apart from selection and admission, the areas are not all guidance functions.)

_____ 2. Develop and maintain effective liaison between AOC and feeder schools, with emphasis upon guidance services in the areas of: (a) student enrollment, programming, and scheduling, (b) marking and grade system, including reporting student progress, (c) student withdrawal, (d) AOC program, curricula, and course, (e) selection and admission, (f) counseling, (g) educational and vocational planning by students, (h) work-study experience.

_____ 3. Coordinate, with the approval and appropriate involvement of the AOC administration, AOC guidance services and program with the changing economy and society, by use of advisory committees and consultations with business, industrial, union, and community leaders and with employment personnel.

_____ 4. Provide opportunities for AOC personnel to communicate more effectively with the home school counselor and allow for exchange of ideas and feedback.

AIDS FOR THE COORDINATION SERVICE

_____ 1. Entrance requirement literature, with application forms and full, exact instructions for completing.

_____ 2. Pamphlets, brochures, and other literature concerning AOC program.

_____ 3. Appropriate referral forms for home school to AOC counselor and AOC to home school counselor; referral forms for in school and out-of-school personnel services.

_____ 4. Supplementary information form for home school cumulative record.

_____ 5. Transcript forms protective of, and agreeable to, the individual student and appropriate for advanced educational institutions, armed services, and employers where the AOC has responsibility for transmittal and/or recommendation.

_____ 6. Rating sheets for instructors on student attributes.

_____ 7. Student handbook.

_____ 8. Publications on apprenticeship and union requirements.

_____ 9. File on military service obligations and opportunities.

_____ 10. Information about community and state resources, e.g., employment, health welfare, rehabilitation.

_____ 11. Catalogs on higher education, directories of training opportunities, directories of professional and technical associations.

_____ 12. Alumni file.

_____ 13. Employer's questionnaire for evaluating employed AOC graduates.

_____ 14. Field trips to business and industry.

_____ 15. Student, parent, and feeder school administrative, counselor, and faculty tours of the AOC at open house and at scheduled times.

_____ 16. Appropriate informative audiovisual aids, films, filmstrips, slides, brochures, and publications, e.g., data from class profile studies, descriptions of student characteristics.

_____ 17. A mailing list of schools served in the area, with correct titles, addresses, and phone numbers of personnel frequently contacted.

_____ 18. A slide presentation in the 7th, 8th, 9th, and/or 10th grades explaining entrance requirements and information on subject matter taught in course offerings.

_____ 19. Form for feeder school counselor to supply individual student data to AOC guidance personnel for determining student suitability for AOC admission.

_____ 20. List of Advisory Board members and their duties, home address, job titles, and business phone numbers.

_____ 21. Forms to report to feeder school: (a) AOC student enrollment data, (b) grades, (c) attendance, (d) student characteristics, (e) dropout information, (f) graduate information on AOC graduates, (g) followup data.

SUGGESTED COORDINATION SERVICE ACTIVITIES

_____ 1. Disseminate to feeder schools on a regularly scheduled basis, accurate, up-to-date information regarding the AOC program, curricula, services, changes, and developments; encourage like action on their part with respect to their program, etc.

_____ 2. Encourage a philosophy which considers out-of-class activities to be an extension of and supplement to classroom experiences to permit students opportunity to explore and try out the concepts presented in the classroom, particularly those experiences of educational, social, and vocational nature.

_____ 3. Use community resources to enrich and broaden the cocurricular program.

_____ 4. Seek the cooperation of all staff members in interpreting the AOC program in a positive way to a wide variety of community organizations and to the general public.

_____ 5. Work out procedures with feeder school counselors so the respective roles of AOC and home school guidance personnel are understood in the student individual and group counseling activities.

_____ 6. Make suggestions to AOC administrator and supervisory staff on needed policy and curricular revampment in light of student needs and job evaluations.

_____ 7. Become personally acquainted with administrators and guidance personnel of feeder schools, through visits to, and meetings with them at institutional locales and at functions of professional organizations.

_____ 8. Provide application forms and institutions to feeder schools to accompany entrance requirement literature.

_____ 9. Provide each feeder school with individual student AOC subject grades by a mutually agreed system and time.

_____ 10. Notify feeder school personnel tactfully of academic weaknesses found in AOC students; involve AOC and home school administration and work cooperatively toward overcoming student deficiencies; show how particular subject matter relates to offerings in the AOC; develop mutually beneficial contacts with special subject teachers in feeder high schools, e.g., industrial arts, home economics, art, business.

_____ 11. Participate in inservice training programs for feeder school guidance services.

_____ 12. Supply followup information on their students to feeder schools.

_____ 13. Secure membership on AOC advisory or administrative council, or arrange for periodic meetings on guidance service needs with AOC administrator.

_____ 14. Furnish feeder school counselors with supplementary cumulative record information, e.g., AOC student test profile.

_____ 15. Establish a guidance advisory committee and arrange for periodic meetings; home school counselors should be among the members.

_____ 16. Secure test data collected in previous schools, if possible, (including data in centralized data processing facilities) to avoid duplication of effort.

_____ 17. Provide entrance test battery or test, if warranted; (feeder school may have administered necessary tests) interpret test results, either to groups or to individuals and by written report or by feeder school counselor.

_____ 18. Release with necessary approval, periodic information to TV, radio, and the press regarding AOC entrance data.

_____ 19. Send brochures to employment counselors, vocational rehabilitation counselors, and others who may refer potential students.

_____ 20. Instruct the AOC staff in the use and interpretation of personnel records.

_____ 21. Make AOC test schedule available to feeder school counselors.

_____ 22. Develop, with the feeder school counselor, a workable system of providing students with educational and occupational information; help students to incorporate the information in their planning to avoid duplication and permit consistency in effort.

_____ 23. Speak about the AOC to feeder school assemblies, student and faculty meetings, P.T.A. meetings, community groups, and elementary and junior high school meetings.

_____ 24. Participate in back-to-school programs at feeder schools.

_____ 25. Provide AOC information to feeder high school student newspapers.

_____ 26. Develop posters to publicize AOC programs in feeder schools.

_____ 27. Provide pictures and exhibit material for showcases in feeder schools.

_____ 28. Establish a cooperative job placement program with indication of roles of AOC, feeder school personnel, industries, and other agencies.

_____ 29. Invite representatives from various businesses and industries with job vacancies to come to the AOC to interview prospective employees from potential graduates.

_____ 30. Participate in feeder high school Career Days and Nights and suggest periodic cooperative ones.

_____ 31. Schedule an AOC tour for employers and employers' representatives.

_____ 32. Develop working relationships with the New York State Employment Service and mutual understanding of each other's placement responsibilities, including GATB testing, referrals, and notification of placements.

_____ 33. Maintain membership in appropriate professional organizations and participate in professional activities.

_____ 34. Learn faculty member perceptions of student personnel services by reading Gene Bottoms and Merritt Oelke's "Needed Student Personnel Services in Area

Vocational-Technical Schools" in the December, 1966 Vocational Guidance Quarterly.

_____ 35. Keep relevant New York State Education Department personnel informed of AOC developments.

_____ 36. Arrange parental seminars on the topics which the AOC sees germane to its students: (a) homework problems, (b) study habits, (c) sibling rivalry, (d) post-high training opportunities, (e) vocational choices, (f) attitudes and values, (g) family interrelationships, (h) employment, (i) absenteeism, (j) underachievement, (k) skill improvement.

_____ 37. Determine whether a company or business will arrange seminars for educators and counselors, or workshops for students to discuss employment, wages, training, and labor relations.

_____ 38. Establish communication among high schools, junior colleges, technical institutes, and four-year colleges concerning vocational education programs' needs and changes.

Chapter 5

STUDENT AND PUBLIC INFORMATION SERVICE

The information service maintains a constant flow of facts on the AOC program, entrance requirements, services and developments by a variety of means and media for prospective and current students, feeder schools, and the public. It provides the student with facts about educational and vocational opportunities and requirements. The occupational phase informs the student of the attributes and qualifications which will help him enter and progress in the world of work. The educational phase develops student awareness of the purposes of the Area Occupational Center and its opportunities, of other educational opportunities, and of the need for further education and ways to acquire it. An opportunity is never missed to present occupational education in its true light as an invaluable part of the educational process. The information service is most successful, when it is a cooperative enterprise, involving students and staff.

OBJECTIVES OF STUDENT AND PUBLIC INFORMATION SERVICE

_____ 1. Create in each student an awareness of decisions to be made and an active desire for seeking the occupational, educational, and personal-social information needed to make these choices.

_____ 2. Provide incoming, current, and graduating AOC students with occupational information appropriate for their training and level of aspiration, including employment opportunities and trends.

_____ 3. Give students financial assistance information, including scholarships, loans, and work-study opportunities.

_____ 4. Provide information and publicity about the AOC to feeder schools and news media in an organized and systematic way, at designated intervals, with administrative involvement where necessary.

_____ 5. Clarify the purposes, content, and values of vocational education; create in each student an awareness that programs offered in an AOC are an acceptable way to reach his goals.

_____ 6. Maintain a community liaison program that keeps parents, citizens, and industrial, business, professional, and community leaders current on AOC developments.

_____ 7. Help the student develop understandings, insights, and skills in working with peers, customers, superiors, subordinates, and the public; develop in the student the ability to understand a situation from the other person's viewpoint.

_____ 8. Make the student aware of all educational opportunities and the need to avail himself of those appropriate to him, e.g., extension courses at the AOC after graduation, continuing education, correspondence courses, military, educational and vocational training, higher educational programs.

AIDS FOR THE STUDENT AND PUBLIC INFORMATION SERVICE

_____ 1. A complete file of occupational materials related to AOC courses and training.

_____ 2. List of national, state, and local financial aid sources.

_____ 3. Student handbook, with basic facts about the school, preparatory programs and instructors, administrative and office staff, general and specific student conduct, class schedule, calendar, and regulations.

_____ 4. Pertinent audiovisual materials.

_____ 5. Written followup reports of former students and their successes.

_____ 6. Results of studies on local, state, and national employment conditions and job opportunities.

_____ 7. Publications on apprenticeship and union requirements.

_____ 8. Copies of the Occupational Outlook Handbook and supplements, all useful for job clusters, descriptions, employment outlooks, and earnings.

_____ 9. Dictionary of Occupational Titles (all volumes).

_____ 10. Copies of pertinent state and federal labor laws.

_____ 11. Publications on reading and study skills.

_____ 12. File on military service obligations and opportunities.

_____ 13. Information about community and state resources, e.g., employment, health, welfare, rehabilitation.

_____ 14. Catalogs on higher education; directories of all types of training opportunities; directories of professional, technical, employer, and labor associations; apprenticeship program materials in particular.

_____ 15. Publications or units on (a) job search, (b) letters of application, (c) job application forms, (d) job and promotion interviews, (e) employer-employee relations, (f) self-improvement, (g) habits and attitudes needed to be developed in training, (h) worker evaluation and "lack of production" interviews, (i) interpersonal relations and positive mental attitudes, (j) family management, (k) personal habits, (l) types of personnel classification tests.

_____ 16. Orientation packet.

_____ 17. Student self-rating scales.

_____ 18. Transcripts.

_____ 19. AOC tours and open house(s).

_____ 20. Student field trips.

_____ 21. Followup study results.

_____ 22. Alumni file.

_____ 23. List of area businesses, industries, and agencies with name, title, and phone number of contact personnel.

_____ 24. AOC yearbook.

_____ 25. Technical, company, and guidance periodicals.

SUGGESTED STUDENT AND PUBLIC INFORMATION SERVICE ACTIVITIES

_____ 1. Maintain regular procedures for filing applications for loans and scholarships useable in the AOC or future educational institution, to equalize the students' application opportunities.

_____ 2. Form a scholarships and loans committee to formulate policies and select recipients of scholarship and loan funds.

_____ 3. Obtain and maintain cooperation with industrial groups, service clubs, professional groups, and other donors of funds.

_____ 4. Develop with the feeder school counselor, a harmonious workable system of providing students with educational and occupational information, helping students to incorporate the information in their planning.

_____ 5. Hold role playing sessions on expectations of employers and on job interviews.

_____ 6. Hold group discussions on job finding and job entrance requirements.

_____ 7. Survey industry for local employment possibilities.

_____ 8. Involve instructional staff in giving students educational and occupational information; conduct the necessary inservice program so that faculty members can provide this information, even as part of the instructional program.

_____ 9. Acquire in adequate supply the necessary resources, including printed materials and visual aids for performing the information service.

_____ 10. Evaluate periodically the information service, including reactions of students, staff, and feeder schools.

_____ 11. Develop a student handbook; mimeograph first edition to allow for revision before final printing. Content should be guided by the information in, and distribution of, the school catalog and intended use of the handbook for recruiting purposes and as a comprehensive reference for enrolled students from entrance until graduation.

_____ 12. Provide information through an orientation packet.

_____ 13. Provide graphical presentations of statewide and national occupational statistics.

_____ 14. Provide opportunities for students to gain exploratory or part-time work experience in a field of occupational interest.

_____ 15. Have instructor and students working part-time recount actual on-the-job experiences.

_____ 16. Cooperate with the feeder school librarian in having occupational and educational information available in the library.

_____ 17. Assist, where feasible, in the correlation of shop and related subjects through knowledge of occupational requirements and needed competencies.

_____ 18. Make available, transcripts of student grades for other schools or appropriate parties.

_____ 19. Make speeches on AOC to feeder school assemblies, student and faculty meetings, P.T.A. meetings, community groups, and elementary, junior, and senior high school meetings.

_____ 20. Meet periodically with feeder school counselors to discuss topics of mutual concern.

_____ 21. Arrange open houses and AOC tours for: (a) visitors, (b) students, (c) feeder school counselors, (d) feeder school administrators and teachers, (e) local professional, business, industrial, and union leaders.

_____ 22. Arrange student field trips.

_____ 23. Publicize faculty and student achievements.

_____ 24. Encourage student special projects and entry into local, area, state, and national competitions to communicate a positive image of the AOC; consider membership in VICA.

_____ 25. Encourage alumni to develop a sense of pride toward the AOC on the part of former and current students; an alumni file should be maintained; alumni meetings may be held or an alumni newsletter developed; alumni can assist the AOC with special projects.

_____ 26. Prepare a yearbook for AOC graduates, such as that of L.A. Wilson Tech. Center-Area School, Dix Hills - Huntington, L.I., New York, complete with photographs of administration, faculty and students, activities, and advertisers; or forward photographs of AOC students in training areas for use in home school yearbook(s).

_____ 27. Present through charts, posters, handouts, or reports results of followup studies, indication of the establishments and cities where graduates are employed, the types of work done by graduates, and the ways the AOC helped graduates to become employed.

_____ 28. Prepare specimens or displays of work done by graduates.

_____ 29. Participate in back-to-school programs at feeder schools.

_____ 30. Provide information to feeder high school student newspapers.

_____ 31. Develop posters to publicize AOC program in feeder schools.

_____ 32. Provide pictures and exhibit material for showcases in feeder schools.

_____ 33. Read about computer oriented techniques permitting both audio and visual images, and determine the feasibility of their use for your Center.

_____ 34. Send AOC newsletter to business and industry.

_____ 35. Develop a yearly calendar for releasing news articles.

_____ 36. Prepare news articles about (a) graduating students, (b) number of graduating students getting jobs and the kinds of jobs, (c) instructors, their qualifications and accomplishments, (d) special open house events, field trips, workshops, and assemblies.

_____ 37. Work with local curriculum coordinators to introduce realistic occupational information and career planning into all levels of the educational continuum.

_____ 38. Serve as an occupational information and career planning consultant in special and regular classes discussing these subjects.

_____ 39. Compile a business directory, such as those of the Seaway Area Technology Center (Box 222, Norwood, New York), produced by the students and listing businesses with address and phone by classifications, e.g., appliances, chain saws, maple syrup, and scrap metals; check local Chamber of Commerce for similar directory.

_____ 40. Look at reported industrial research in NVGA Quarterly "Comments from the Employment Community" and in journals of the American Psychological Association, National Industrial Conference Board, American Management Association, and others.

_____ 41. Ascertain whether companies have programmed instruction books, workbooks, and teaching machines used in unbiased recruitment, orientation, and training programs.

_____ 42. Seek out company slides, films, tapes, and video tapes which present jobs in picture form.

_____ 43. Secure from industry and business copies of employee handbooks, union contract forms, job descriptions, company newspapers, employment circulars, and reports.

_____ 44. Look at industrial technical periodicals where information from industrial and product engineering department gives reliable clues about changes in the basic structure of jobs, many cutting across occupational lines.

Chapter 6

JOB PLACEMENT SERVICE

School guidance services have the responsibility of linking the student for whom high school and AOC training are terminal, at least in the immediate future, with employment satisfying for him and his employers. This responsibility may be shared with public and private employment agencies, but school guidance services can be uniquely helpful. The counselor helps the student to evaluate himself realistically, to focus on job expectations, demands, and satisfactions, to utilize information on self provided by his instructors, to develop effective job-seeking behavior, to prepare a resume, and to enter employment. To some counselors, the important feature is that the student develops a "model" or "pattern of skills, attitudes, and understandings" effective in locating the right job. The placement program broadens the range of job opportunities offered to the school's graduates and communicates a positive image of the school to employer and community and thus to prospective students through successful and satisfied graduates.

OBJECTIVES OF JOB PLACEMENT SERVICE

_____ 1. Assist <u>each</u> student, whether graduate or dropout, to:

_____ a. Locate an appropriate and satisfying job among existing work opportunities on the basis of realistic self-understanding, training, and specific personal occupational goals.

_____ b. Move easily and confidently from school to work.

_____ c. Adjust successfully to the world of work, including changing and fluctuating economic conditions and possible need to leave home locale to find employment.

_____ d. Understand his entry job as an initial step in his vocational plan.

_____ 2. Enable each student, whether graduate or dropout, to make employment contacts which:

_____ a. Develop effective job seeking and job interview behavior, applicable currently and in the future.

_____ b. Give realistic labor market information for vocational decisions.

_____ c. Present job demands and expectations, including those of the employer and workmates, and job satisfactions.

_____ d. Allow maximal vocational development, with full utilization.

_____ 3. Alert employers and employment services to:

_____ a. Student availability for part-time and full-time jobs.

_____ b. Individual student skills and performance.

_____ c. Possible liaison methods between them and the AOC.

AIDS FOR THE JOB PLACEMENT SERVICE

_____ 1. An outline which a student could use in preparing a job resume OR sample job resumes, preferably prepared by former students, including needed supporting documents.

_____ 2. Role playing situations or films and filmstrips useful for understanding job seeking and job interview, e.g., "Job Interview: Whom Would You Hire?", two 16 mm color motion pictures from Churchill Films, 662 North Robertson Blvd., Los Angeles, California 90069.

_____ 3. A set of blank job application forms from various businesses and industries.

_____ 4. Provision for announcement to AOC students by loud speaker system or daily bulletin information on job requests and opportunities, with complete details available from placement functionary.

_____ 5. Sample letters of application and student followup letters for and after job interviews.

_____ 6. Forms for instructor appraisal and report of student skills and performance.

_____ 7. An open file of job requests and announcements whose location and procedure for use are known to students.

_____ 8. A definite locale, known by the student body, where placement activities and responsibilities are centered.

_____ 9. A definite procedure if AOC faculty is involved (and many counselors insist they should be) in referring students to job opportunities; such involvement is helpful, because instructors have often established relationships with employers in their field; a cooperative job placement program should clearly spell out roles of guidance personnel, faculty, and students.

_____ 10. Forms for evaluating the placement service, including employer questionnaires regarding former AOC students.

_____ 11. List, with addresses, phone numbers, and contact persons, of employers of AOC graduates; this list may also be used for invitations to career days.

_____ 12. Map indicating job locations of AOC graduates.

_____ 13. Photographs of graduates at home, at work, and at leisure time pursuits.

_____ 14. Tape recorded or video tapes of interviews with employers, personnel managers, and graduates.

_____ 15. Brochures and/or hand-outs, diagram, or flow chart describing job placement service or inclusion of job placement service information in explanatory bulletins on the AOC and on each curriculum.

_____ 16. A student handbook section on job placement service, job opportunity file, employer contact, and assistance to student in job seeking and job interview techniques.

_____ 17. Classroom units on career development, job seeking, job interview, and getting along on a job.

_____ 18. A job vacancy form for both part-time and full-time jobs.

_____ 19. Student guide for field trips.

_____ 20. Up-to-date company brochures.

_____ 21. Sample announcement to employers of available graduates.

_____ 22. Sample of Career Day or Week announcement and schedule.

_____ 23. Survey form of student employment status.

_____ 24. List of free and inexpensive visual aids related to placement.

_____ 25. Large scrapbook picturing workers in pertinent occupations, charts, graphs, and articles on graduates.

_____ 26. Classroom or AOC libraries with information on occupations pertinent to training and courses.

_____ 27. Current trade journals and publications.

_____ 28. Lists of AOC dropouts and former students seeking employment.

_____ 29. Course completion certificate.

_____ 30. Sample reports of survey results, e.g., placement, followup, employment opportunities.

SUGGESTED JOB PLACEMENT SERVICE ACTIVITIES

_____ 1. Give the student practice in job seeking and job interview through role playing or dramatization: (a) relating self to job, (b) assessing job offer, (c) explaining training, work experience, skills, and interests on the basis of employer needs. A local personnel manager or employment supervisor could be the employment interviewer.

_____ 2. Have the student fill out one or more sample application forms of area businesses and industries, preferably one or more in which he is interested.

_____ 3. Have former students return to the school to relate their job seeking, job finding, and on-the-job experiences.

_____ 4. Publicize by announcement, bulletin board, or open file: (a) job requests received from area employers, (b) job opportunities and vacancies, locally, regionally, statewide, and nationwide. (Referral control is by AOC placement functionaries.)

_____ 5. Hold group guidance sessions or seminars prior to graduation, on job seeking and job interviews including such topics as: (a) how to get a job, (b) applying by telephone for an interview, (c) self-evaluation on a new job; if topic(s) are used in classroom discussion by an AOC teacher, the counselor may serve as a resource person.

_____ 6. Have students write letters of application or followup letters for and after an interview; activity could be done by the teacher in class, with the counselor as a resource person.

_____ 7. Invite representatives from various businesses and industries with job vacancies to come to the AOC to interview prospective employees from potential graduates. This activity should be carefully organized in terms of time and place.

_____ 8. Have instructors provide data on student skills and performance.

_____ 9. Have industrial personnel, employment agency personnel, or employers present their views on appropriate job interview behavior to AOC students.

_____ 10. Make periodic evaluations of the job placement service, noting numbers of employer contacts with the school, job interviews scheduled, and placements made in field of training.

_____ 11. Arrange field trips to various businesses and industries, especially those of student interest and conducive to motivating student learning. Explain dress and conduct on trip, have observer take notes, and arrange post-trip discussion.

_____ 12. Establish an advisory committee on placement service, including in-school and out-of-school personnel and students.

_____ 13. Plan simulated work experience.

_____ 14. Urge faculty in their courses to emphasize pride in workmanship, acceptance of industrial discipline and responsibilities, safety, proper dress, housekeeping, punctuality, initiative, and diligence.

_____ 15. Explain job opportunities through AOC training and AOC job placement services in presentations at high school career days and in personal recruitment contacts.

_____ 16. Assure that explanatory brochures on the AOC in general, and curricula in particular, include a section on job placement. Thus, the student knows of the AOC's early concern with his future employment.

_____ 17. Have instructors arrange group discussions to help students understand job requirements in the instructor's area of job specialization.

_____ 18. Survey 4 to 6 weeks before graduation, students who have not found employment, and arrange individual and group sessions to assist them in job search and employment.

_____ 19. Use contacts with feeder school counselors, prospective, current, and former students, and civic and educational groups to mention job placement service.

_____ 20. Make definite provision to inform new students of job placement service on first or second contact.

_____ 21. Survey students interested in particular types of work and in need of employment assistance.

_____ 22. Provide faculty members with carbon or photo copy of job requests received as long as their role in job placement is understood.

_____ 23. Screen monthly the job opportunity or occupational file to remove outdated and filled job vacancies.

_____ 24. Separate part-time and full-time occupational opportunities and vacancies.

_____ 25. Develop a Career Day or Night or series of Career Days or Nights either at the AOC or in conjunction with feeder schools.

_____ 26. Inform prospective employers of students to be graduated in each department.

_____ 27. Secure names of potential employers of AOC graduates from: (a) job opportunity and job vacancy file, (b) faculty, (c) followup study results, (d) advisory committee members, (e) telephone directories, (f) civil service announcements, (g) "help wanted" sections of newspapers and journals, (h) newspaper articles on new and expanding businesses and industries, (i) Chamber of Commerce lists, (j) State Department of Commerce lists.

_____ 28. Schedule a tour of the school for employers and employers' representatives.

_____ 29. Encourage employers at Career Days to arrange for students in whom they are interested to visit their businesses and be individually interviewed there.

_____ 30. Prepare, after graduation, a report for faculty and administration on the results of the placement effort.

_____ 31. Inform students of the results of followup studies, establishments and locales where graduates are employed, and types of work being done by them.

_____ 32. Involve work-study coordinator in placement activities.

_____ 33. Develop working relationships with the New York State Employment Service and mutual understanding of each other's placement responsibilities, including GATB testing, referrals, and notification of placements made.

_____ 34. Develop working relationships with feeder school counselors and mutual understanding of each other's placement responsibilities, including referral and notification of placements made.

_____ 35. Survey local employers to determine job openings.

_____ 36. Investigate skill and job vacancy information system of the Bureau of Labor Statistics and note the applicability or availability of the information to your Center.

_____ 37. Arrange sessions with labor and employer leaders and representatives to rid them of possible false stereotypes about disadvantaged youth; let guidance personnel make periodic followup visits of disadvantaged youth on the job and report findings to unions and employers.

_____ 38. Discover whether data on occupational distribution by sex, age, test scores, education, and work experience are available from any industrial computerized personnel systems, whether acquisition, storage, or retrieval.

_____ 39. Prepare a form letter of introduction for employer on student to be interviewed.

_____ 40. Post general information job openings and opportunities in each classroom, with the understanding that referral is by the established procedure.

_____ 41. Arrange with appropriate agencies for pre-employment testing of students leaving school before graduation.

_____ 42. Investigate the possibilities of the Vocational Industrial Cooperative Programs and similar ones where the student goes to school half time and works the other half in industry.

_____ 43. Make periodic visits to the local office of the New York State Employment Service for information about current and projected employment opportunities.

_____ 44. Develop a course completion certificate, issued by the AOC and attesting to completion by the student of an occupational course comprising prescribed requirements.

_____ 45. Read how students, upon leaving the AOC, are interviewed, selected, counseled, trained, and motivated; e.s., Felix M. Lopez's Personnel Interviewing (McGraw-Hill, New York, 1965).

_____ 46. Arrange for a panel of young minority workers, who have been successful in business and industry, to present their stories to feeder and/or AOC students; consider placing the discussion on tape for future use.

_____ 47. Contact the Plans for Progress companies, which have agreed to engage in positive affirmative actions in their recruitment, employment, training, and promotional functions to provide equal employment opportunity. For example, companies on the west coast have produced the booklet, "You Too Can Become a Winner," with photographs, stories, and dialogues involving successful minority job holders and minority group representatives.

_____ 48. Conduct an area employment survey such as those by Merle E. Maxson, Employment Survey Coordinator, for S.W. St. Lawrence County Vocational Center (Balmat and Huevelton, N.Y.) and Seaway Area Technology Center (Norwood, N.Y.). In a December 18, 1967 report on the Massena area, where approximately 500 employer contacts were made, these categories appeared: (a) predominant types of industries and number of firms and employees, (b) distribution of workers according to industries, (c) employment needs by industry, (d) specific job openings by title and number, (e) predominant types of occupations and number of persons employed, (f) curriculum changes indicated, (g) skills and attitudes most needed for employment as reflected by employer interviews, (h) skills and attitudes most often lacking in employees as reflected by employer interviews. In an October 16, 1967 proposal leading to this project, Mr. Maxson indicated his objectives (determine employment needs and opportunities in the North County, provide valid occupational information for counseling vocational students, determine curriculum needs of the vocational centers, provide for best possible placement for vocational students), his means of implementation, and forms and letters used.

Chapter 7

EVALUATION AND RESEARCH SERVICE

Evaluation and research service refers to the systematic planning, periodic gathering, and analysis of data related to AOC guidance services that are needed in making decisions regarding AOC facilities, program, guidance program, curricula, courses, policies, and budgets and in preparing reports for persons needing such information, including the administration and state officials. Research frequently provides data leading to change(s) and evolvement of new and revised programs and procedures. Followup, a very important part of evaluation, is the process of determining how the AOC students, whether graduates or dropouts, "worked out" and how effectively the guidance services and AOC program served them.

OBJECTIVES OF EVALUATION AND RESEARCH SERVICE

_____ 1. Collect regularly various types of data, such as student characteristics, student reactions, and followup information to evaluate and to make improvements in AOC guidance services in particular, and the AOC in general.

_____ 2. Develop research for comparing the relative effectiveness of various guidance techniques and practices.

_____ 3. Conduct regular and periodic followup studies of graduates, dropouts, and employers employing AOC graduates.

_____ 4. Identify and clarify specifically, problems needing identification before solution can be accomplished.

_____ 5. Tie research and evaluation closely to operational realities to bridge the gap between theory and practice.

AIDS FOR THE EVALUATION AND RESEARCH SERVICE

_____ 1. Followup studies, forms, and examples of well planned, completed studies.

_____ 2. Community occupational surveys, forms, and examples of completed surveys.

_____ 3. Job adjustment appraisal sheet for use by employers.

_____ 4. Student enrollment report, with such items as: (a) number enrolled in each course of study, (b) number who subsequently did not of the following: remained in school, changed program of study, transferred, graduated, left school for employment related to study, left school for unrelated employment, (c) circumstances of withdrawal.

_____ 5. Student characteristics report, with data in the categories of personal information, home and family background, work experiences, educational background, financial situation, and general information.

_____ 6. Alumni followup report, with such items as: employment status, first job, number of job changes, present job duties, job satisfaction, relation of job to training, length of time in present employment, salary, general opinion of preparation.

_____ 7. Employer followup forms on employed graduates' work-habits, job knowledge, and personal habits, with such items as job understanding, job skill, reliability, punctuality, initiative, productivity, safety practices, housekeeping, appearance, quality of work, leadership ability, learning ability, adaptability, ability to work with others, overall potential, ability to follow instructions, observances of company policy, need for supervision, motivation, willingness to learn, pride in work, self confidence.

_____ 8. List of employers of school alumni.

_____ 9. Map depicting job location of graduates.

_____ 10. Tape recorded or video taped interviews with graduates relating to training received in the AOC and job experiences.

_____ 11. Previous progress and yearly reports on guidance services.

SUGGESTED EVALUATION AND RESEARCH SERVICE ACTIVITIES

_____ 1. Conduct followup studies of graduates and dropouts (or include them in feeder school studies) to (a) determine their progress and adjustment on the job, (b) determine their reactions to the AOC program, including guidance services.

_____ 2. Use followup study results to revamp AOC guidance services and program; discuss results with AOC administrators and faculty.

_____ 3. Select a group of employers and obtain their suggestions for improving AOC training and their ratings of employed graduates.

_____ 4. Determine the need for research and evaluation studies in the guidance services area and develop immediate and/or long-range plans for conducting these studies.

_____ 5. Coordinate guidance research and evaluation with other AOC research programs or with such national, state, and area efforts.

_____ 6. Use committees representing various areas, e.g., selection, admission, appraisal, orientation, placement, not only to determine needed data, but to compile and analyze data.

_____ 7. Facilitate the appropriate use of research studies by (a) preparing readily understandable reports, (b) distributing the reports to all persons who may have use of them, (c) participating in discussions of the implications of the findings for program improvement.

_____ 8. Study success of AOC graduates in further education.

_____ 9. Make periodic community and area occupational surveys.

_____ 10. Secure student progress reports from instructors.

_____ 11. Distribute pertinent research and evaluation findings written in nontechnical language to gain public interest and support.

_____ 12. Report data to state and Federal Governmental and educational agencies.

_____ 13. Use enrollment report data to determine guidance service effectiveness in student correct selection of curriculum and success therein.

_____ 14. Prepare students before graduation or withdrawal for subsequent followup studies.

_____ 15. Study other in-state and out-of-state AOC research and evaluative undertakings.

_____ 16. Secure technical assistance to construct research instruments, to analyze data through statistical procedures, to use data processing equipment, and to give consultative help.

_____ 17. Compile identified problem areas in guidance services for which research or developmental projects may be developed.

_____ 18. Administer an annual student questionnaire to evaluate the AOC guidance and instructional programs.

_____ 19. Determine the effects of the information service upon the self-concept of students and upon their job seeking behavior.

_____ 20. Develop methods for conducting a followup study of AOC graduates in depth, to obtain a "style of life" description of alumni.

_____ 21. Determine through study other factors beyond test scores, which help to predict success of AOC applicants.

_____ 22. Include in followup studies such questions as: (a) employment status, e.g., full or part time, unemployed, seeking employment, military service, school, (b) number of job offers initially received, (c) manner of locating first job, (d) location of first job, (e) number of job changes, (f) present job duties, (g) job satisfaction, (h) relation of job to training, (i) length of present employment, (j) salary, (k) opinion of training received at AOC.

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